

## Using Technology to More Effectively Teach English Online

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### Abstract

ESL teachers and their students are living with more technology in their daily lives than ever before. Technology has become an important and popular medium for transmitting and receiving material that is used for learning English. Teachers must also keep up with which technologies the students are using, and try to bring them into the classroom.

The researchers carried out a study on the effective use of technologies for online ESL learning and teaching. This research is important because online learning of ESL is surging and teachers need to be able to use these technologies effectively inside and outside of the class, and many teachers need valuable teaching ideas in this growing and evolving field. This research is trying to better understand which technologies teachers and students can use for effective online ESL classes. This study presents ESL learners and teachers with different technologies that they can rate for effectiveness. The respondents (N=52) then identified which technologies they deem effective. An analysis of the data, a conclusion and some final recommendations are made that can be of great benefit to online ESL teachers, as well as their learners.

**Keywords:** *CALL, Online ESL, Online Learning, Online Teaching, Teaching Methods, Effective Teaching, Technology in ESL, ESL Lesson Plans & Learning Strategies*

### 1. Introduction

Technology is a part of life that no one can avoid. It is present everywhere and it is growing by the minute. Many people and organizations have acknowledged the importance of technology, and they use it to their advantage. As expected, technology has also become a considerable factor in learning and teaching strategies, and in the design of ESL programs, activities and class materials.

The challenge is that technology can be used both productively and unproductively in classrooms (Morgan, 2008). Therefore, it is important to identify some technologies which have a good probability of being used productively. In order to select and implement likely effective technologies, this study will attempt to identify the current opinions, interests and preferences of online ESL students and teachers in regards to which technologies they feel are most effective.

### 2. Role of Technology in ESL

Computer Assisted Language Learning (CALL) is an approach that incorporates technology with learning a second language (State Education Dept, 2010). CALL allows students and teachers to integrate the language using all four basic skills: reading, writing, listening and speaking, and these skills are being used in a meaningful way (State Education Dept, 2010).

Students are now learning the basic skills of English, along with other higher order skills needed for computers, via various technologies employed inside and outside of the classroom. These technologies that many students and teachers see in their real world on a day-to-day basis include, but are not limited to, email, chat, forums, MP3 files, podcasts, videos, social media, mobile applications, video-chats, Word files, PDF documents and more.

Technology is certainly part of our culture, in fact it is a part of everyone's culture nowadays. One cannot learn language without learning culture, and vice versa. Culture and language cannot be separated (Brown, 1994). Therefore, technology and our culture should be strongly considered when learning or teaching ESL.

### **3. Reasons Technology Use is needed in Online ESL Learning and Teaching**

There is a large body of literature that shows how significant the role of technology is in education. The most obvious reason for using technology in an online ESL class is to aid in learning language. CALL brings authentic learning to the classroom, increasing understanding and achievement of language learners (State Education Dept, 2010). Also, ESL/EFL students are empowered when teachers harness new technology in ways that promote language learning (Morgan, 2008). In addition, research also tells us that technology, when used right, can achieve four other goals, which include support for the thinking processes, preparing learners for the future, learning about new technologies and increased self-esteem (Reasons for Bringing Technology, n.d.).

These are just some of the many reasons that teachers and learners should consider using technology to facilitate learning.

### **4. Purpose of the Study**

This study is designed to raise awareness of an important topic, discover what technologies students, teachers and online ESL professionals prefer and identify as effective, and to help teachers facilitate learning more effectively.

### **5. Limitations of the Study**

This study does not cover all of the possible ways that teachers can use technology to help online students learn ESL more effectively. This study only aims to identify some methods of using technology that teachers and students may want to consider using more often when taking or teaching online ESL classes.

### **6. Research Questions**

Central Question:

6.1 How can online teachers use current technologies to more effectively help their students learn ESL inside and outside of the online classroom?

Sub-Question:

6.2 Based on knowledge, experience, preferences and interests, which technologies do online ESL teachers and students think can facilitate effective learning?

## **7. Significance of the Study**

As noted in the previous sections of this paper, using technology is proven to be very valuable in ESL classes, and it is a must that teachers keep up with the technology that their students are using. These technologies provide a chance for language learners to springboard in their progress (Meskill, 1999).

This study can help many teachers, online or not, to see a small snapshot of what online learners are currently interested in and what technologies are preferred by online ESL professionals. Teachers can benefit from having literature available that can help them plan and teach in the modern world.

Because modern technology is always changing, constant research is needed to identify what technologies, feelings, interests and preferences are currently trending.

## **8. Research Methodology**

First the researchers will identify a number of different ways to use technology for the mentioned purpose. The researchers will make an instrument that can help determine which technologies are likely to be effective. An analysis of the results will be made and discussed, and then a conclusion and some recommendations will be given.

### **8.1 Subjects**

The subjects (N=107) have been selected based on their connection with the online ESL industry. These subjects can be classified into one of the four groups:

8.1.1 Current or past students of ETO (English Tutor Online) or any online school in the past 3 years (n=43)

8.1.2 Current and past teachers of online ESL, including all former and current ETO teachers (n=23)

8.1.3 Education Specialists in the ESL field who support, plan or help implement ESL instruction (n=6)

8.1.4 Anyone with online learning or teaching experience or expertise, with a wide range of variation (n=35)

The number of the subjects was reduced to 52 (students=19; teachers=14; specialists=4; anyone=15) from the returned responses after data collection. It should be noted that the actual subjects were treated in aggregation after Bertram (n.d.). To the researchers, it is possible to gain some valuable insight and feedback on effective online learning technologies from the group treated as aggregate.

## **8.2 Instrument**

The researchers chose to use a checklist questionnaire to survey the subjects. This questionnaire was designed based on a Likert scale. This design is able to measure feelings towards a particular statement or question (Burns, 2008). The researchers want to identify meaningful and effective tasks for the students. Identifying and assigning meaningful tasks can increase learning (Daniels, 2010). Meaningfulness plays a crucial role in developing language (Omaggio, 2001).

The checklist questionnaire contains 21 closed ended questions in four categories: (1) Audio (Listening) & Video Tools (2) Online Tools (3) Digital Text Materials (4) Interaction & Communication, followed by 2 open ended questions. The 21 closed ended questions are to elicit responses on a scale of A (very effective), B (effective), C (slightly effective), and D (not effective). All closed and opened ended questions are designed to uncover the thoughts of the students and teachers towards some different technologies presently available to learn ESL online with.

Due to the vast choices available and countless ways to use technology in online language learning, the researchers used some prior benchmarks, existing work and brainstorming sessions to create a limited list of technology uses for students and teachers to reveal their feelings about.

The checklist questionnaire includes some ideas taken from the Online Course Best Practices Checklist that include technology uses for 5 different reasons: Course Information guide: (1) course design and organization, (2) interaction and collaboration, (3) effective technology use and 4) assessment and evaluation (Online Course Best Practices, 2012).

Other ideas for the Likert checklist items came from an online brainstorming meeting with the Manager of ETO- English Tutor Online (Ianic Mary Camirand, online Skype meeting, April, 15, 2015).

Also, the checklist items, adapted from CSU Humboldt by Lisa M. Lane (Lane, 2008) was referred to in order to get some additional ideas for technical support methods that teachers could also employ to help their online students.

## **9. Data Collection**

The checklist questionnaires were created using a Word document, and then given to the manager of ETO for distribution. The manager then used a database of email contacts that consisted of online students and online teachers (and professionals) to create a mailing list. The forms were distributed via email to 107 subjects, and subsequently 52 of them were returned.

## **10. Data Analysis and Discussion**

To analyze the data, the researchers looked at 52 returned questionnaires in aggregate, meaning all together. The data from the closed-ended questions were analyzed first, followed by an analysis of the open-ended questions. Both the open and closed ended questions are then analyzed together in an attempt to draw some type of conclusion from the research.

The researchers decided it would be most accurate to analyze the data using a calculation of median, as opposed to mean (Bertram, n.d.). Therefore, instead of looking at the average response, the frequency of the response for a certain question is being observed, thus likely revealing the true feelings the subjects hold about a certain question.

Tables 1 - 4 show median calculations and percents after Bertram (n.d.). The percents shown are not an average of the responses, but the percent of people who chose that response in terms of median.

Closed-Ended Questions:

**Table 1:** Audio (Listening) & Video Tools

Scale - **A: Very Effective**    **B: Effective**    **C: Slightly Effective**    **D: Not Effective**

I. <b>Audio (Listening) &amp; Video Tools</b>	A	B	C	D
1. <u>Personalized</u> video-recorded class report that covers students' mistakes sent from teacher to student after each online 1 to 1 or group class	35 67%	13 25%	4 8%	0
2. Podcasts <u>online</u> (audio recording) of <u>general</u> lesson notes, extra explanations, pronunciation points, vocabulary tips, etc.	24 46%	28 54%	0	0
3. <u>Downloadable</u> podcasts (audio recording) of <u>general</u> lesson notes, extra explanations, pronunciation points, vocabulary tips, etc.	32 62%	20 38%	0	0
4. Audio or video recordings of all <u>private</u> live online 1 to 1 & group classes sent to student by teacher after lesson is complete	44 85%	8 15%	0	0
5. Use of movies and music of the students' interest to learn English	16 31%	20 38%	16 31%	0
6. Live webinars (online seminar) on special & common topics	16 31%	22 42%	14 27%	0
7. Learn with videos of real conversations from native speakers	16 31%	20 38%	16 31%	0

Looking at the above table, we can see technologies 4, 3, 1 & 2, in that order, are frequently identified as effective. Notably, nearly all of the respondents surveyed said these four technologies are effective or highly effective.

Technologies 6, 5 & 7, in that order, were identified as the next most effective. These three choices are still rather highly preferred, with well over half of the people surveyed responding with effective or very effective as their feelings.

Overall, the data from the questionnaire shows a strong preference for all of the technologies listed in this section of the questionnaire.

Open Ended Questions:

This data is furthermore supported by the responses to the open-ended questions. Almost half of the comments from Appendix B note the effectiveness of using video and audio technology. Below are four excerpts (from Appendix B) to support this.

1. "Video lessons I think are the most helpful because visual & audio are displayed. I think all of the methods above are very effective as it gives more learning options to the student that better suits their specific learning experience."

2. “I think private 1 on 1 is the most effective as all the attention is given to the student. I also think videos are helpful.”

3. “If I were learning English online, I would audio record every class and review a report of my corrections/errors with each class. There are many things that I can find online that would help me as an English language learner, but being able to hear/see my mistakes being corrected would be something that might stay with me longer than for example, reading a blog or doing online exercises.”

4. “Again, I think a lot depends on the individual student and how that person learns. For me personally, I think one of the most helpful things would be a recorded audio file of my class, plus a report with mistakes and corrections.”

When considering the Likert data in combination with the results of the open-ended questions, the analysis clearly shows a strong preference for technologies 4, 3, 1 & 2.

Technologies 6, 5 & 7, in that order, are identified as less effective than the above 4 technologies; still they carry strong support by the respondents.

Based on all of the data collected, it is fair to conclude that all of these video and audio technologies proposed in this section are perceived as effective.

Closed-Ended Questions:

**Table 2:** Online Tools

<b>II. Online Tools</b>	A	B	C	D
8. Online quizzes, exercises, games, flash cards etc.	20 38%	32 62%	0	0
9. ESL learning applications (programs) for smart phones & tablets	20 38%	28 54%	4 8%	0
10. A digital whiteboard for the student to see and use during class	16 31%	16 31%	20 38%	0
11. An online digital pronunciation tool (speech recognition) to help students identify and correct their pronunciation mistakes	13 25%	15 29%	24 46%	0
12. A subscription for students to blogs and articles on ESL topics	4 8%	10 19%	38 73%	0
13. Online evaluation and assessment tests, tools & reports that assess, place and track the progress of a student’s English	26 50%	21 40%	5 10%	0
<u>Comments:</u> (Please list any reasons, comments or explanations here)				

From the results above, technologies 13, 8 & 9, in that order, are noted as most effective. The super majority of the respondents agreed that these technologies were effective or very effective.

Technologies 10 & 11 had a fair response with over half of the respondents agreeing it was effective or very effective.

Respondents perceive technology 12 to be the least effective.

Open Ended Questions:

The open ended data below shows 2 respondents commented in even more support for technology 9.

1. "I think apps designed to match the school's curriculum is very helpful as the student could practice on their extra time and even on the go."
2. "Automated programs for Smart phones could be good but as a supplementary to the real Native teacher, just good as an extra tool."

Considering technology 9 also had strong support from the Likert analysis, this makes technology 9 potentially very effective.

The other below open-ended responses showed that there was support for technologies 10 & 11.

1. "I think a digital whiteboard would be great as it creates visual along with audio."
2. "Online pronunciation tools can be very helpful for the student to learn on their down time or for practice."

These above two technologies (10 & 11) were rated as rather effective, but with a considerable number of respondents still feeling these technologies are only slightly effective; therefore the researchers cannot conclude that these technologies would likely be effective or not.

However, the open ended data revealed that one respondent was possibly in support of technology 12 (least effective), as seen below.

1. "Reading blogs and articles are effective since that is the most popular written feature on the net. Also, great for learning many new topics or to keep informed."

Even with one piece of written support for this technology, the researchers concluded that the obtained data confirm that for many students and teachers, technology 12 is likely to be ineffective.

From the combined data, the researchers concluded that technologies 13, 8 & 9 are likely to be very effective with many students and teachers; technologies 10 & 11 may warrant further investigation.

Closed-Ended Questions:

**Table 3:** Digital Text Materials

<b>III. Digital Text Materials</b>	A	B	C	D
14. Class documents (class lists, syllabus, material, online quizzes, class definitions, etc.) are all downloadable & printable	16 30%	36 70%	0	0
15. eBooks to download or print for use with online class lessons	20 38%	28 54%	4 8%	0
16. Use of real online texts (newspapers, online magazine articles, news reports and so on) to create class discussion and activities	28 54%	24 46%	0	0
<u>Comments:</u> (Please list any reasons, comments or explanations here)				

Respondents overwhelmingly identified technologies 16, 14 & 15, in that order, as being effective or very effective. Interestingly, there were very few respondents who thought these three technologies were slightly effective, and no respondents identified any of these 3 technologies as ineffective.

Open Ended Questions:

The open-ended responses also showed additional support for these technologies, as seen below.

1. “Providing students with as many online resources as possible without overwhelming. Also, making the steps easier to follow with clear concise directions.”
2. “All of the above could serve as good resources. Downloadable e-books give the student the option to read right online. Real online texts and articles of real world subjects give the student the upper hand in learning through today’s major topics..”

From all of the data collected, the researchers concluded that all technologies (14, 15 & 16) from this section have a good likelihood of being effective for online ESL learning & teaching.

Closed-Ended Questions:

**Table 4:** Interaction & Communication

<b>IV. Interaction &amp; Communication</b>	A	B	C	D
17. Instructors available via email for questions about assignments with replies within 24 – 48 hours	24 46%	20 39%	8 15%	0
18. Scheduled times with public chat rooms with a teacher present for questions and answers, along with other students	24 46%	28 54%	0	0
19. Teacher available for private chat 24/7 to help students learn	36 69%	12 23%	4 8%	0
20. Online discussion boards, similar to forums	4 8%	28 54%	20 38%	0
21. Use social media for learning posts, discussion, writing, sharing ideas & class activities	4 8%	36 69%	12 23%	0
<u>Comments:</u> (Please list any reasons, comments or explanations here)				



Technologies 18, 19 & 17 are identified as most effective among the choices, with technology 21 following slightly behind.

Technology 20 has over 50% support, but was still perceived as not very effective by 38% of the respondents.

Open Ended Questions:

The open ended responses related to technologies 17 & 19 were interesting, as seen below.

1. “I wonder if #17 and #19 are realistic. It seems it would be a good idea to save those questions for class time. Even if you had one or two people to answer questions online 24/7 sometimes different people will tell you different things and that might be confusing.”

The respondent raises a good consideration that these technologies may be effective, but feasibility could become a challenge. Still, the researchers feel that the obtained data are strong enough to support technologies 17 & 19 as possibly being effective.

Another respondent raised another good point below:

1. “Any free resource that allows the student to communicate for practicing purposes is always a plus.”

This is important to consider because students may feel like a technology is effective, but want it for free; meanwhile, online schools and teachers have limited time and resources to work with.

The researchers concluded that in spite of the challenges considered, technologies 18, 19, 17 & 21 have a reasonable likelihood of being effective. Lastly, technology 20 does not have conclusive data that identifies this technology as effective, but the data may warrant further investigation.

## **11. Conclusion**

After the analysis was completed, researchers were able to identify which technologies are likely to be effective and which ones were less likely, as identified by the respondents.

Using audio & video technologies clearly stood out in the results of the data analysis. These technologies included video recorded class reports after lessons, podcasts of lesson notes, audio or sound recordings of private classes sent to students and other downloadable audio video technologies.

Nunan (1991: Ch.1) emphasizes that the interactive-compensatory model allows learners to use top-down and bottom-up strategies to get more meaning and context; perhaps these video & audio technologies help students compensate skills where needed. The researchers conclude that these technologies have a strong likelihood to create a more effective learning experience for online ESL students.

Some online tools such as online quizzes, learning applications for smart phones and evaluation instruments were also rated rather as likely to be effective. Some of the other tools

(technologies), such as blogs and articles had lower ratings from the respondents, or mixed opinions. All together, the entire category of ‘online tools’ was identified as quite effective.

The ‘digital text’ section also stood out with many respondents identifying digital text as effective or very effective. The researchers conclude that with so many responses in support of this technology, and so few in opposition to it, that digital texts such as printable and downloadable news articles, quizzes, class documents, eBooks for the course and lesson material are likely to be effective inside and outside of the classroom.

Interaction and communication technologies were considered effective by many students, but there were mixed opinions about these tools, and very few respondents said these technologies were very effective. The researchers concluded that arranged chat times with the teacher, 24/7 chat access between teachers and students and access to email the instructor anytime are likely to be effective technologies, even given the challenges discussed. The researchers also concluded that forums and discussion boards have a lower chance of being effective.

## **12. Recommendations**

Online learning is the future. More and more online schools will facilitate current students by evolving with new easy ways of learning (Challenges & Strategies, n.d.). Therefore, the researchers recommend the teachers and students embrace these potentially effective technologies that were identified in the previous sections of this paper. These technologies that were identified are considered meaningful and effective, mostly authentic, and represent tasks that students are already doing, or are interested in doing, both inside and outside of the class. Authentic learning may be more meaningful and encourage more language production (Ommagio, 2001).

Teachers should attempt to incorporate these strategies identified as potentially effective into their online ESL teaching. New classes can be designed with these technologies included, existing classes and activities can be modified to use more of these technologies and many of these technologies can be used in addition to existing classes and programs.

It is also recommended that further research be done on how to use technology more effectively for ESL teachers and students. Further research could include action research done by teachers, who wish to attempt to incorporate the technologies identified in this research into their teaching. Also, more research in specific areas of technology, for example audio and video technologies, if carried out, may be beneficial to teachers and students. These recommendations are to support online learning experiences for ESL students to explore and discover many new current technologies in the facilitation of their learning ESL.

## **13. Acknowledgements**

The authors would like to thank the students, teachers & education specialists that participated in this study. This research would not be possible without all of you.

#### **14. The Authors**

Luke Grimes is an online teaching specialist, ESL program & materials designer and online ESL consultant. Luke has created and launched many successful ESL programs for reputable institutions, both online and offline. He has been involved in teaching and training since 2003 and furthered his education with studies in both MBA and MA TESOL programs, respectively in 2009 and 2012. Luke is still currently working full time in his capacities.

Ianic Mary Camirand is an online ESL specialist, and Managing Director of EnglishTutorOnline.com/English, a top online school that specializes in the delivery of online ESL instruction. Since 2002, Ianic Mary has gained wide respect in the ESL field because she has been able to accurately follow educational, ESL & technology trends, in order to build a major online institution that is currently helping thousands of online learners achieve their language learning goals.

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**16. Appendices**

**16.1 Appendix A: Questionnaire Instrument**

**Effective Technology Use Questionnaire**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Instructions:**

The below form is designed to find out which technologies teachers can use to *help online ESL students more effectively learn English*.

Based on your personal beliefs, experiences, preferences and interests, please *identify how effective the below technologies are* by typing an ‘x’ into the blocks of your choice using the below scale:

**Scale - A: Very Effective    B: Effective    C: Slightly Effective    D: Not Effective**

	A	B	C	D
<b>I. Audio (Listening) &amp; Video Tools</b>				
1. <u>Personalized</u> video-recorded class report that covers students’ mistakes sent from teacher to student after each online 1 to 1 or group class				
2. Podcasts <u>online</u> (audio recording) of <u>general</u> lesson notes, extra explanations, pronunciation points, vocabulary tips, etc.				
3. <u>Downloadable</u> podcasts (audio recording) of <u>general</u> lesson notes, extra explanations, pronunciation points, vocabulary tips, etc.				
4. Audio or video recordings of all <u>private</u> live online 1 to 1 & group classes sent to student by teacher after lesson is complete				
5. Use of movies and music of the students’ interest to learn English				
6. Live webinars (online seminar) on special & common topics				
7. Learn with videos of real conversations from native speakers				
<u>Comments:</u> (Please list any reasons, comments or explanations here)				
<b>II. Online Tools</b>	A	B	C	D
8. Online quizzes, exercises, games, flash cards etc.				
9. ESL learning applications (programs) for smart phones & tablets				
10. A digital whiteboard for the student to see and use during class				
11. An online digital pronunciation tool (speech recognition) to help students identify and correct their pronunciation mistakes				
12. A subscription for students to blogs and articles on ESL topics				

13. Online evaluation and assessment tests, tools & reports that assess, place and track the progress of a student's English				
<u>Comments:</u> (Please list any reasons, comments or explanations here)				
<b>III. Digital Text Materials</b>	A	B	C	D
14. Class documents (class lists, syllabus, material, online quizzes, class definitions, etc) are all downloadable & printable				
15. eBooks to download or print for use with online class lessons				
16. Use of real online texts (newspapers, online magazine articles, news reports and so on) to create class discussion and activities				
<u>Comments:</u> (Please list any reasons, comments or explanations here)				
<b>IV. Interaction &amp; Communication</b>	A	B	C	D
17. Instructors available via email for questions about assignments with replies within 24 – 48 hours				
18. Scheduled times with public chat rooms with a teacher present for questions and answers, along with other students				
19. Teacher available for private chat 24/7 to help students learn				
20. Online discussion boards, similar to forums				
21. Use social media for learning posts, discussion, writing, sharing ideas & class activities				
<u>Comments:</u> (Please list any reasons, comments or explanations here)				

22. Do you have any other ideas of ways that teachers could use technology to more effectively help students learn English?

23. Do you have any other comments?

Thank you!

## 16.2 Appendix B: Sample of Returned Questionnaire

### Effective Technology Use Questionnaire – Returned

**First name :** Gloria

**Date:** 05/21/2015

#### Instructions:

The below form is designed to find out which technologies teachers can use to *help online ESL students more effectively learn English.*

Based on your personal beliefs, experiences, preferences and interests, please *identify how effective the below technologies are* by typing an 'x' into the blocks of your choice using the below scale:

**Scale - A: Very Effective B: Effective C: Slightly Effective D: Not Effective**

<b>I. Audio (Listening) &amp; Video Tools</b>	A	B	C	D
1. <u>Personalized</u> video-recorded class report that covers students' mistakes sent from teacher to student after each online 1 to 1 or group class	X			
2. Podcasts <u>online</u> (audio recording) of <u>general</u> lesson notes, extra explanations, pronunciation points, vocabulary tips, etc.	X			
3. <u>Downloadable</u> podcasts (audio recording) of <u>general</u> lesson notes, extra explanations, pronunciation points, vocabulary tips, etc.	X			
4. Audio or video recordings of all <u>private</u> live online 1 to 1 & group classes sent to student by teacher after lesson is complete	X			
5. Use of movies and music of the students' interest to learn English	X			
6. Live webinars (online seminar) on special & common topics	X			
7. Learn with videos of real conversations from native speakers	X			
<u>Comments:</u> Video lessons I think are the most helpful because visual & audio are displayed. I think all of the methods above are very effective as it gives more learning options to the student that better suits their specific learning experience.				
<b>II. Online Tools</b>	A	B	C	D
8. Online quizzes, exercises, games, flash cards etc.	X			
9. ESL learning applications (programs) for smart phones & tablets		X		
10. A digital whiteboard for the student to see and use during class	X			
11. An online digital pronunciation tool (speech recognition) to help students identify and correct their pronunciation mistakes	X			
12. A subscription for students to blogs and articles on ESL topics		X		
13. Online evaluation and assessment tests, tools & reports that assess, place and track the progress of a student's English	X			
<u>Comments:</u> I think a digital whiteboard would be great as it creates visual along with audio. Automated programs for Smart phones could be good but as a supplementary to the real Native teacher, just good as an extra tool.				
<b>III. Digital Text Materials</b>	A	B	C	D
14. Class documents (class lists, syllabus, material, online quizzes, class definitions, etc) are all downloadable & printable	X			
15. eBooks to download or print for use with online class lessons	X			
16. Use of real online texts (newspapers, online magazine articles, news reports and so on) to create class discussion and activities	X			
<u>Comments:</u> All of the above could serve as good resources. Downloadable e-books give the student the option to read right online. Real online texts and articles of real world subjects give the student the upper hand in learning through today's major topics.				

<b>IV. Interaction &amp; Communication</b>	A	B	C	D
17. Instructors available via email for questions about assignments with replies within 24 – 48 hours		X		
18. Scheduled times with public chat rooms with a teacher present for questions and answers, along with other students	X			
19. Teacher available for private chat 24/7 to help students learn	X			
20. Online discussion boards, similar to forums	X			
21. Use social media for learning posts, discussion, writing, sharing ideas & class activities		X		
<u>Comments:</u> Having teachers readily available to answer student questions is far more effective than traditional classroom in which the student has to wait their turn to ask. Rapid answers help the student progress much easier and without the added pressure.				

**23. Do you have any other ideas of ways that teachers could use technology to more effectively help students learn English?** I think apps designed to match the school’s curriculum is very helpful as the student could practice on their extra time and even on the go.

**24. Do you have any other comments?** I think learning online is much more comfortable than the traditional classroom. It offers more 1 on 1 attention versus traditional classrooms. It helps students who are bashful and shy in normal settings express themselves more effectively and gain much more confidence in the long run.

### 16.3 Appendix C: Median Analysis of Data

#### Effective Technology Use Questionnaire

#### Median Calculations

Scale - **A: Very Effective**    **B: Effective**    **C: Slightly Effective**    **D: Not Effective**

<b>I. Audio (Listening) &amp; Video Tools</b>	A	B	C	D
<u>Personalized</u> video-recorded class report that covers students’ mistakes sent from teacher to student after each online 1 to 1 or group class	35 67%	13 25%	4 8%	0
Podcasts <u>online</u> (audio recording) of <u>general</u> lesson notes, extra explanations, pronunciation points, vocabulary tips, etc.	24 46%	28 54%	0	0
3. <u>Downloadable</u> podcasts (audio recording) of <u>general</u> lesson notes, extra explanations, pronunciation points, vocabulary tips, etc.	32 62%	20 38%	0	0
4. Audio or video recordings of all <u>private</u> live online 1 to 1 & group classes sent to student by teacher after lesson is complete	44 85%	8 15%	0	0
5. Use of movies and music of the students’ interest to learn English	16 31%	20 38%	16 31%	0
6. Live webinars (online seminar) on special & common topics	16 31%	22 42%	14 27%	0
7. Learn with videos of real conversations from native speakers	16 31%	20 38%	16 31%	0

<u>Comments:</u> (Please list any reasons, comments or explanations here)				
<b>II. Online Tools</b>	A	B	C	D
8. Online quizzes, exercises, games, flash cards etc.	20 38%	32 62%	0	0
9. ESL learning applications (programs) for smart phones & tablets	20 38%	28 54%	4 8%	0
10. A digital whiteboard for the student to see and use during class	16 31%	16 31%	20 38%	0
11. An online digital pronunciation tool (speech recognition) to help students identify and correct their pronunciation mistakes	13 25%	15 29%	24 46%	0
12. A subscription for students to blogs and articles on ESL topics	4 8%	10 19%	38 73%	0
13. Online evaluation and assessment tests, tools & reports that assess, place and track the progress of a student's English	26 50%	21 40%	5 10%	0
<u>Comments:</u> (Please list any reasons, comments or explanations here)				
<b>III. Digital Text Materials</b>	A	B	C	D
14. Class documents (class lists, syllabus, material, online quizzes, class definitions, etc) are all downloadable & printable	16 30%	36 70%	0	0
15. eBooks to download or print for use with online class lessons	20 38%	28 54%	4 8%	0
16. Use of real online texts (newspapers, online magazine articles, news reports and so on) to create class discussion and activities	28 54%	24 46%	0	0
<u>Comments:</u> (Please list any reasons, comments or explanations here)				
<b>IV. Interaction &amp; Communication</b>	A	B	C	D
17. Instructors available via email for questions about assignments with replies within 24 – 48 hours	24 46%	20 39%	8 15%	0
18. Scheduled times with public chat rooms with a teacher present for questions and answers, along with other students	24 46%	28 54%	0	0
19. Teacher available for private chat 24/7 to help students learn	36 69%	12 23%	4 8%	0
20. Online discussion boards, similar to forums	4 8%	28 54%	20 38%	0
21. Use social media for learning posts, discussion, writing, sharing ideas & class activities	4 8%	36 69%	12 23%	0
<u>Comments:</u> (Please list any reasons, comments or explanations here)				

### Compilation of Open-Ended Comments under Each Section of the Questionnaire

#### Audio (Listening) & Video Tools:

Video lessons I think are the most helpful because visual & audio are displayed. I think all of the methods above are very effective as it gives more learning options to the student that better suits their specific learning experience.



I think private 1 on 1 is the most effective as all the attention is given to the student. I also think videos are helpful.

I think a lot of the answer to these questions depends on the particular student and how that student learns.

Online Tools:

I think a digital whiteboard would be great as it creates visual along with audio. Automated programs for Smart phones could be good but as a supplementary to the real Native teacher, just good as an extra tool.

Online pronunciation tools can be very helpful for the student to learn on their down time or for practice.

Again, I think a lot depends on the individual student and how that person learns. For me personally, I think one of the most helpful things would be a recorded audio file of my class plus a report with mistakes and corrections.

Digital Text Materials:

All of the above could serve as good resources. Downloadable e-books give the student the option to read right online. Real online texts and articles of real world subjects give the student the upper hand in learning through today's major topics.

Reading blogs and articles are effective since that is the most popular written feature on the net. Also, great for learning many new topics or to keep informed.

Interaction & Communication:

Having teachers readily available to answer student questions is far more effective than traditional classroom in which the student has to wait their turn to ask. Rapid answers help the student progress much easier and without the added pressure.

Any free resource that allows the student to communicate for practicing purposes is always a plus.

I wonder if #17 and #19 are realistic. It seems it would be a good idea to save those questions for class time. Even if you had one or two people to answer questions online 24/7 sometimes different people will tell you different things and that might be confusing.

**Compilation of comments from Q. 22 and 23**

22. Do you have any other ideas of ways that teachers could use technology to more effectively help students learn English?

I think apps designed to match the school's curriculum is very helpful as the student could practice on their extra time and even on the go.

Providing students with as many online resources as possible without overwhelming. Also, making the steps easier to follow with clear concise directions.

23. Do you have any other comments?

I think learning online is much more comfortable than the traditional classroom. It offers more 1 on 1 attention versus traditional classrooms. It helps students who are bashful and shy in normal settings express themselves more effectively and gain much more confidence in the long run.

Online learning is the future. More and more online schools will facilitate current schools evolve into this new easy way of learning.

If I were learning English online I would audio record every class and review a report of my corrections/errors with each class. There are many things that I can find online that would help me as an English language learner but being able to hear/see my mistakes being corrected would be something that might stay with me longer than for example reading a blog or doing online exercises.